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ABSTRACT

This annotated resource list describing 20 publications, 2 public/private initiatives, 6 information centers, and 5 public/private organizations is intended to help forge new partnerships between vocational education and businesses to serve special populations. The items listed were published during 1988-1992. In addition to a description of the publication, initiative, or organization, each entry includes price and contact information. (CML)

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National Center for Research in
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University of California, Berkeley

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ANNOTATED RESOURCE LIST: SCHOOL-BUSINESS PARTNERSHIPS

Compiled by

Technical Assistance for Special Populations Program (TASPP)

University of Illinois

National Center for Research in Vocational Education
University of California at Berkeley
1995 University Avenue, Suite 375
Berkeley, CA 94704

Supported by
The Office of Vocational and Adult Education,
U.S. Department of Education

October, 1992 MDS-477

CE 062 237

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INTRODUCTION

Increased collaboration between vocational education and business is necessary if students are to acquire the skills and qualities that enhance their post-school success. The Technical Assistance for Special Populations Program (TASPP) has assembled this guide to support efforts to forge new partnerships. It contains selection of relevant publications, programs, and organizations. Descriptions, contact, and price information is included for each listing.

If you have any questions about this list, or need resources on other topics of concern to special populations in vocational education, please contact the TASPP staff.

Staff

Dr. Carolyn Maddy-Bernstein, Director
Dr. Zipura Burac, Program Coordinator
Maureen Coyle-Williams, Publications Manager
Bob Yanello, Graduate Research Assistant
Linda Iliff, Administrative Assistant

Mission

A service program of the National Center for Research in Vocational Education at the University of California, Berkeley. TASPP works nationally to increase vocational program accessibility, quality, and availability for youth and adults from special populations

Objectives

- Increase awareness and understanding of critical issues in vocational special needs education, and
- promote exemplary program activity and the adoption of model practices

Address

University of Illinois
Vocational and Technical Education
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807
FAX: (217) 244-5632

PUBLICATIONS

THE BOSTON COMPACT: A TEACHING CASE (PUBLICATION NO. RT-888-MW)
Farrar, E. (1988, July).
New Brunswick, NJ: Center for Policy Research in Education.

In 1982, the Boston School Department, members of the local business community, area colleges and universities, and the Boston trade unions signed the Boston Compact, a formal agreement to improve the education and work prospects of Boston's youth. According to the Compact, businesses would hire 400 graduates from the class of 1983 and within two years increase that number to 1,000 if students could meet entry-level requirements. Schools, in turn, would reduce high school absentee and drop-out rates by five percent annually, raise academic standards, and increase by five percent annually the number of students who either took a job or went to college after graduation. This case study examines the events leading up to the Compact and the outcomes through the end of the 1986 school year. It leads users to examine the political and social factors associated with the plan. (37 pages, $4.00)

ADDRESS:
Center for Policy Research in Education
Eagleton Institute of Politics
Rutgers, The State University of New Jersey
New Brunswick, NJ 08901
201-828-3872

BUSINESS AND EDUCATION PARTNERSHIPS. (ORDER NO.EDEM200)
Gugerty, J., & Gavin, M. (1991).
Madison: University of Wisconsin-Madison, The Vocational Studies Center.

A business and education partnership is defined in this module as "a collaborative effort to achieve mutually agreed upon goals and objectives." Designed for teachers, staff development personnel, administrators, and college and university professors, this module introduces the principles of effective partnerships and provides a step-by-step process for implementing such a collaboration. Included in the module are the following exhibits which highlight successful partnerships: Michigan Partnerships for Education Handbook, Puget Sound Educational Service District 121 Pierce County Vocational/Special Education Cooperative, Culinary Arts Training program, and Project COFFEE: An Alternative Education Program Specializing in Dropout Prevention and Reconnection. (205 pages, $25.00)
608-263-3152

ADDRESS:
The Vocational Studies Center
University of Wisconsin-Madison
Publications Unit
Department AH
1025 W. Johnson Street, Room 964
Madison, WI 53706

ADDRESS:
Council for Aid to Education
51 Madison Avenue, Suite 2200
New York, NY 10010
212-689-2400

BUSINESS AND THE SCHOOLS: A GUIDE TO EFFECTIVE PROGRAMS (2ND ED)
Rigden, D. W. (1992, February).
New York: Council for Aid to Education.

More than 120 business/school collaboration initiatives are described in this publication. The program descriptions are organized under the following headings that identify major areas of school reform: changing the nature of schooling (school restructuring, business/school partnerships, and new management strategies); changing curricula and pedagogical strategies (science, mathematics, technology, reading, writing, student literacy, and teacher education and training); and changing the relationship between school and community (with respect to family issues and health care, preschool and early learning, the school-to-work transition, and college preparation).

An overview of the business/school relationship and strategies for choosing, developing, managing, and assessing an education support program is provided. Each area of school reform is introduced with an essay on central theoretical and practical issues, plus a summary of common characteristics of the programs, a discussion of directions in which these programs might continue to evolve, and suggestions about how to assess the effectiveness of such programs is included. An annotated bibliography, lists of resources, and indexes complete the volume. (154 pages, $20.00 prepaid)

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Council for Aid to Education
Publications Department
51 Madison Avenue, Suite 2200
New York, NY 10010
212-689-2400

BUSINESS/SCHOOL PARTNERSHIPS: A PATH TO EFFECTIVE SCHOOL RESTRUCTURING
Rigden, D. (1991).
New York: Council for Aid to Education.

This report is part of a new series on school reform issues and corporate support of precollege education. It attempts to help companies already engaged in partnerships to better link their support to the restructuring efforts of schools and school districts. The report reviews the nature and various types of partnerships, examines partnerships within the context of restructuring outcomes, and identifies some essential components for moving into a reform-model partnership. It cites three examples of corporate reform-model partnerships and poses relevant questions. Finally, it presents suggestions to help companies develop partnerships that promote restructuring. (52 pages, $15.00 prepaid)

THE COMPACT PROJECT: FINAL REPORT
National Alliance of Business (1991).
Washington, DC: Author.

In June 1986, the National Alliance of Business (NAB) joined with employers and educators in seven selected cities around the country to launch the Company Project—a nationwide attempt to foster local solutions to the poor academic performance and job prospects of youth at risk of dropping out of school.

The seven cities initially chosen by NAB to participate in the project were Albuquerque, Cincinnati, Indianapolis, Louisville, Memphis, San Diego, and Seattle. During the project's second year, the Alliance selected five additional sites—Detroit, Miami/Dade County, Pittsburgh, Providence, and Rochester.

This report summarizes the experiences of the 12 Compact cities. It includes a brief description of each project and its goals, a summary of accomplishments, and a section on "Challenges," which discusses issues and problems which have yet to be addressed.

In addition, a list of conditions are included, representing factors essential to the establishment of effective programs to achieve broad-based school reform. A list of key contacts is included, as well as names, addresses, and phone numbers of Compact Project organizations which may be contacted for further information. (26 pages, $5.95)

ADDRESS:
National Alliance of Business
Center for Excellence in Education
1201 New York Avenue, N.W.
Washington, DC 20005
202-289-2900

THE DEVELOPING VOCATIONAL EDUCATION AND TRAINING "SYSTEM": PARTNERSHIPS AND CUSTOMIZED TRAINING (REPRINT SERIES, MDS-230) (ERIC DOCUMENT REPRODUCTION SERVICE NO. ED 329 680)
Grubb, W. N. (1989, May).
Berkeley, CA: National Center for Research in Vocational Education, University of California, Berkeley.

This paper traces the elaboration of education and training programs over the past three decades, and focuses on a particular kind of partnership between employers and public education and training institutions—customized training. The advantages and potential disadvantages of customized training programs are discussed. (29 pages, $1.00)

ADDRESS:
National Center for Research in Vocational Education
Materials Distribution Service
Western Illinois University
46 Horrabin Hall
Macomb, IL 61455
800-637-7652

ADDRESS:
Massachusetts Department of Education
Susan Freeman
1385 Hancock Street
Quincy, MA 02169
617-770-7574

INNOVATION WITH IMPACT: INDUSTRY-EDUCATION PARTNERSHIPS IN MASSACHUSETTS
Freedman, S., & Aschheim, B. (1988, May).
Quincy, MA: Massachusetts Department of Education, Office of Community Education.

The aim of the Industry-Education Partnership Recognition Program, as described in this booklet, is to increase awareness of the range of partnerships in the state and to encourage the growth and development of additional partnerships. These programs and strategies address dropout prevention, at-risk youth and students with special needs, adult literacy, as well as the basic skill development and enrichment needs of students. Over 100 partnerships are described in this booklet to provide ideas and inspiration to others and to share insights on the strategies that contribute to effective partnerships. A supplementary video slide program is available. (74 pages, $6.00)

ADDRESS:
The Aspen Institute
Publications Office
Wye Center
P.O. Box 150
Queenstown, MD 21658
301-827-7168

INVESTING IN OUR FUTURE: THE IMPERATIVES OF EDUCATION REFORM AND THE ROLE OF BUSINESS
Amster, J., Boyer, E. L., & Brown, J. S. (1990, March).
Queenstown, MD: The Aspen Institute.

This report is the outcome of a series of meetings convened by the Aspen Institute in which educators, business representatives, and civic leaders discussed the condition of, and promise for, reform in United States education. After an overview on the history of educational reform, discussions and recommendations are included on the following aspects of education reform: administration and governance, personnel, curriculum, technology, social context, and partnerships. One process mentioned to help clarify the curriculum is the promotion of collaboration between education leaders, legislators, and business groups to face the issues in vocational education. The question was asked of how vocational education is serving its current students and what transformations of curriculum should be fostered to train workers adequately for the year 2010. A logical educational sequence of school completion and community college is needed for the forgotten half, those students who do not go on to college.

The report lists contributions businesses can make to educational improvement. They include helping school districts establish and finance merit schools programs, using its expertise in furthering the development of school-based management programs, offering assistance in the use of technology for a variety of educational functions, and fostering

alliances between the private and public sectors to improve schools over the long run. (35 pages, $4.00)

INVESTING IN PEOPLE: A STRATEGY TO ADDRESS AMERICA'S WORKFORCE CRISIS
United States Department of Labor, Commission on Workforce Quality and Labor Market Efficiency. (1989).
Washington, DC: United States Government Printing Office.

This report from the Commission on Workforce Quality and Labor Market Efficiency discusses three themes: (1) creating incentives to improve student motivation and achievement, (2) improving workforce quality through public and private investments in lifetime education and training, and (3) improving the efficiency with which workers' existing skills are utilized. Included in the report are the results of the Commission's deliberations on each of these themes, as well as specific recommendations for action by the private sector, the education community and all levels of government. Recommendations are also included for improving the data-gathering and research activities of the federal government. (61 pages, $3.75)

ADDRESS:
Superintendent of Documents
Congressional Sales Office
U.S. Government Printing Office
Washington, DC 20402-9325
202-783-3238

INVESTMENTS IN TOMORROW'S WORKFORCE: CORPORATE PARTNERSHIPS FOR THE EDUCATION, TRAINING, AND EMPLOYMENT OF DISADVANTAGED YOUTH
National Youth Employment Coalition (1989, May).
New York: Author.

This report describes some of the innovative partnerships forged in recent years between American businesses and public schools and between businesses and private, non-profit employment and training programs for youth. These partnerships focus on a single common goal for all those involved: preparing economically and academically disadvantaged youth for unsubsidized employment. The report is intended for business and youth service providers and attempts to answer some of the questions that potential partners might have. An index of programs is included. (33 pages, $5.00)

ADDRESS:
National Youth Employment Coalition
1501 Broadway, Room 1111
New York, NY 10036
212-840-1801

ADDRESS:
National Center for Research in Vocational Education
Technical Assistance for Special Populations Program
University of Illinois
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
217-333-0807

ISSUES IN URBAN VOCATIONAL EDUCATION FOR SPECIAL POPULATIONS (TASPP BRIEF, 2(4) (ERIC DOCUMENT REPRODUCTION SERVICE NO. ED 329 760)
Repetto, J. R. (1990, December).
Champaign: The University of Illinois, National Center for Research in Vocational Education, Technical Assistance for Special Populations Program.

This TASPP BRIEF discusses changes in urban settings as they relate to urban vocational education programs. Problems confronting urban families and educators such as high dropout rates, high rates of youth unemployment, and high percentages of students with special needs are outlined. The characteristics of successful reform efforts, and of successful career-oriented high schools are reviewed. Several effective urban vocational education programs are highlighted.

The author calls for collaboration between urban schools and outside agencies and businesses as a means of enabling the educational system to meet the changing needs of urban communities. (4 pages, no charge)

ADDRESS:
National Center for Research in Vocational Education
Technical Assistance for Special Populations Program
University of Illinois
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
217-333-0807

ISSUES IN VOCATIONAL EDUCATION FOR SPECIAL POPULATIONS IN RURAL AREAS (TASPP BRIEF, 2(2) (ERIC DOCUMENT REPRODUCTION SERVICE NO. ED 326 630)
Rojewski, J. W. (1990, October)
Champaign: The University of Illinois, National Center for Research in Vocational Education, Technical Assistance for Special Populations Program.

Some of the problems which practitioners face when serving students with special needs in rural vocational education programs are identified in this BRIEF. The following solutions which have been proposed to eliminate these barriers are examined: educational cooperatives, administrative action, mobile facilities units, use of available technology, school/business partnerships, and entrepreneurship. (6 pages, no charge)

ADDRESS:
U.S. Department of Education
Office of Vocational and Adult Education
Mary E. Switzer Building
Room 4512
330 C Street, S.W.
Washington, DC 20202-7242
202-205-9996

JOB-RELATED LANGUAGE AND LITERACY TRAINING IN BUSINESS AND INDUSTRY (FINAL REPORT ON THE PROJECT INDUSTRY-BASED BILINGUAL VOCATIONAL TRAINING: INCREASING EMPLOYEE EFFECTIVENESS ON THE JOB)
Cichon, D. J., Thomas, R. J., Bird, L. A., & Grover, J. (1991, May).
Washington, DC: U.S. Department of Education,

Office of Vocational and Adult Education.

The Office of Vocational and Adult Education initiated a project that promoted and tested Bilingual Vocational Training (BVT) in private business and industry. The project had the following goals: (a) demonstrate the effectiveness of BVT as a model for use in the private sector, and (b) develop a handbook for use by personnel in educational institutions and business and industry to establish and provide BVT in the private sector. This final report contains (a) a review of major issues confronting private businesses and industries regarding the training of limited English proficient employees, (b) a description of nine demonstration sites—business and education partnerships intending to develop or improve industry-based programs for limited English proficient (LEP) employees, (c) a description of the handbook developed for use by personnel in educational institutions and business and industry in establishing and providing BVT in the private sector, and (d) a list of dissemination activities designed to promote the concepts and techniques of English language and job skills training for LEP employees. The conclusions and discussions presented at the end, including the appendices, would be helpful to individuals intending to develop workplace programs for LEP employees. (159 pages, no charge)

JOB-RELATED LANGUAGE TRAINING FOR LIMITED ENGLISH PROFICIENT EMPLOYEES: A REVIEW OF RELATED LITERATURE

Cichon, D. J., Grover, J., & Thomas, R. J. (1991). Dover, NH: Development Assistance Corporation.

The purpose of this review was to examine the major issues facing private businesses and industries intending to develop or improve training programs for limited English proficient (LEP) employees. The review served as a background for a U.S. Department of Education project that sought to apply the concept of bilingual vocational training to private business and industry.

The review focused on the following topics: workplace literacy, job-related language needs of LEP employees, cross-cultural communication needs in the workplace, successful workplace training program models for LEP adults, components of successful public-private partnerships, and economic costs and benefits to industry in providing such training. (80 pages, $11.95 plus $2.00 shipping)

ADDRESS:
Development Assistance Corporation
Mary Ana Heath
410 Dover Point Road
Dover, NJ 03820
603-742-6300

ADDRESS:
Academy for Educational Development,Inc.
1255 23rd Street, N.W.
Washington, DC 20037
202-862-1900

PARTNERSHIPS FOR LEARNING: SCHOOL COMPLETION AND EMPLOYMENT PREPARATION IN THE HIGH SCHOOL ACADEMIES
Academy for Educational Development (1989, August).
Washington, DC: Author.

This book, intended as a source for educators and advocates, examines the success of the high school academies' school-business partnerships in light of retention of at-risk students and of their preparation for the world of work. The academies are schools-within-schools that offer students an integrated academic-vocational curriculum, career planning, counseling, extensive academic and non-academic supports and employment opportunities. Central to the academy design is the integration of technical and academic curricula which is achieved through the active involvement of industry in curriculum design, development, and revision. (55 pages, $9.00)

ADDRESS:
Secretary's Commission on Achieving Necessary Skills
U.S. Department of Labor
Washington, DC 20210
800-788-SKILL

SCANS BLUEPRINT FOR ACTION: BUILDING COMMUNITY COALITIONS
Secretary's Commission on Achieving Necessary Skills (1991).
Washington, DC: U.S. Department of Labor.

In its first report, SCANS defined a common core of skills that constitute work readiness for the jobs of today and tomorrow. As a companion volume, this report is designed to assist schools and workplaces develop local plans of action to implement the SCANS initiative. It explains implementing the SCANS action plan; building coalitions (networking, roles, outreach, follow-up, community workshops, and local surveys); and utilizing existing resources (Department of Labor Regional Offices, organizational contacts, and relevant publications). The appendix includes examples of successful programs implementing the SCANS initiative. (44 pages, no charge)

ADDRESS:
National Dropout Prevention Center
Publications Department
Clemson University
Clemson, SC 29634-5111
803-656-2599
800-868-3475 in SC
800-443-6392 out of state

SCHOOL-COMMUNITY-BUSINESS PARTNERSHIPS: BUILDING FOUNDATIONS FOR DROPOUT PREVENTION
Bucy, H. H. (1990, April).
Clemson, SC: National Dropout Prevention Center.

This publication was developed to provide businesses with practical and easily implemented ways to meet the needs of local schools in the area of dropout prevention. It gives an overview of the problems of at-risk youth, strategies designed to address those problems, and techniques with detailed instructions for structuring and maintaining a

community partnership program composed of business and industry, civic organizations, educators, parents, and students. It also includes a list of references and additional resources. (43 pages, $8.00)

STATES AND COMMUNITIES ON THE MOVE: POLICY INITIATIVES TO CREATE A WORLD-CLASS WORKFORCE

Gold, L. N. (1991, October).
Washington, DC: William T. Grant Foundation Commission on Work, Family and Citizenship, et al.

Over fifty examples of workforce development policy initiatives in the Nation's schools are described in this publication. Planning structures for human investment policies, statewide school-to-work transition policies, student apprenticeship, "tech prep" and other experience-based learning initiatives, dropout recovery programs, school-business partnerships, pathways to postsecondary education, and creative financing mechanisms are discussed, and chosen to represent a sample of policies and programs nationwide. The document is intended to stimulate more informed debate in legislatures, policy councils, and among citizens. (47 pages, $5.00)

ADDRESS:
William T. Grant Commission on Work, Family and Citizenship
1001 Connecticut Avenue, N.W.
Suite 301
Washington, DC 20036-5541
202-775-9731

STUDENTS AT RISK: SELECTED RESOURCES FOR VOCATIONAL PREPARATION (MDS-111) (ERIC DOCUMENT REPRODUCTION SERVICE NO. ED 324-416)

Kallembach, S. C., Coyle-Williams, M., & Glaeser, M. (1990, September).
Berkeley, CA: National Center for Research in Vocational Education, University of California, Berkeley, Technical Assistance for Special Populations Program.

The Technical Assistance for Special Populations Program designed this resource guide to assist state and local administrators of vocational special needs programs, special needs educators, counselors, researchers, and others serving students at risk of dropping out of school.

The guide offers its readers an array of resources on students at risk, including relevant publications, newsletters, agencies, associations, organizations, centers for educational information/services, clearinghouses, computer-based information networks, and databases.

Materials listed in the guide are categorized by the following cluster headings of the common components of exemplary programs: program administration,

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National Center for Research in Vocational Education, Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455
800-637-7652

curriculum and instruction, comprehensive support services, formalized articulation and communication, and occupational experience. General background literature and additional resources are also provided. This resource guide is not intended to be an exhaustive listing of all available resources, but, rather, materials are included which are representative of the field. For each entry, an annotation is provided along with the price and ordering information whenever possible. An address listing for ordering the publications is included in the appendix. (80 pages, $2.75 prepaid)

ADDRESS:
American Society for Training and Development
Fulfillment Department
1640 King Street, Box 1443
Alexandria, VA 22313
703-683-8100

TRAINING PARTNERSHIPS: LINKING EMPLOYERS AND PROVIDERS
Carnevale, A. P., Gainer, L. J., Villet, J., & Holland, S. L. (1990, April).
Alexandria, VA: American Society for Training and Development.

A portion of the research conducted under a two-year joint project of the American Society for Training and Development and the U.S. Department of Labor is summarized in this report. It represents an overview of the findings about partnerships in training from an organizational and strategic role of training, technical training, and basic workplace skills research. This report looks at how formal employer-provider relationships or "linkages" are developed and demonstrates the significant role of outside providers. All aspects of linkages are examined, from why a company decides to use a provider, to how companies go about finding them and how they evaluate effectiveness. There is also a review of the general kinds of training companies need, such as executive development, supervisory training or technical training, and the kinds of providers usually selected for each type. (47 pages, no charge)

BUSINESS TECHNOLOGY ACADEMIES

A collaborative effort by Sequoia Union High School District and local businesses, the Business Technology Academies attempt to help educationally disadvantaged youth break the pattern of low academic achievement, inadequate skills, and chronic unemployment. By forming partnerships with local businesses, the program attempts to meet basic academic and vocational training needs of limited-English proficient (LEP) and educationally disadvantaged youth at risk of becoming unemployed dropouts. The program also prepares these students for employment in local businesses.

The academies incorporate the following objectives: a curriculum relating academics with employability skills; smaller classes for individualized attention; counseling services; careful monitoring of student performance; career information through field trips, guest speakers, and a mentoring program; and job opportunities through paid summer employment and senior year work experience.

ADDRESS:
Business Technology Academies
Marilyn Raby
Sequoia Union High School
480 James Avenue
Redwood City, CA 94062
415-369-1411 (Ext. 327)

CALIFORNIA COMPACT

A strategy designed to promote academic achievement and career readiness with emphasis on reaching minority and at-risk students, the California Compact establishes joint selection of measurable K-12 educational improvement goals by local school, business, and higher education representatives. It is co-sponsored on the state level by the California State Department of Education, the California Chamber of Commerce, and the California Business Roundtable. These co-sponsors provide school districts or county offices of education with necessary training, technical assistance, and materials. The long range goal of the Compact is to provide incentives and support so that every student in the state is prepared to enter a career or postsecondary institution upon graduation from high school.

The Compact is based upon clearly stated, measurable goals and unites existing partnerships by giving them the measurable purpose of preparing students for meeting established standards. Keys to successful implementation include individualized student attention, focus on basic, academic, vocational, and employability skills, adequate financial aid, and personnel development. Components of the

ADDRESS:
California Compact
Office of Intersegmental Relations
721 Capitol Mall, 6th Floor
P.O. Box 944272
Sacramento, CA 94244-2720

Compact are: (1) high academic standards, (2) higher education opportunities, (3) job preparation, (4) job development, (5) staff training and incentives, and (6) program assessment.

INFORMATION CENTERS

CENTER FOR CORPORATE COMMUNITY RELATIONS

Committed exclusively to helping corporations respond to the needs of local communities, the Center for Corporate Community Relations facilitates corporate community involvement and community development efforts. One of those needs is the relationship between businesses and at-risk youth. The Center helps corporations identify priorities in community service and evaluates community agencies and programs to help corporations allocate their charitable dollars effectively. The Center offers a variety of professional services to assist corporations with the planning, design, implementation, and evaluation of their community relations activities. These services include consultation, training and development, research, library and database access, educational programs, and networking opportunities. The Center publishes The Corporate Community Relations Letter newsletter, containing articles on the Center's activities, including dropouts and corporate responsibility.

ADDRESS:
Center for Corporate Community Relations
Edmund M. Burke, Director
Susan Thomas, Manager Communications
Boston College
Chestnut Hill, MA 02167
617-552-4545
FAX: 617-552-8499

CENTER FOR WORKFORCE PREPARATION AND QUALITY EDUCATION

Created to support a grass-roots effort for educational reform, The Center for Workforce Preparation and Quality Education provides information to business leaders on innovation in educational restructuring to enhance school-business collaboration. The Center identifies and highlights effective techniques, policies, and programs on how to generate broad-based community action in education. It publishes a variety of resources on aspects of this issue.

ADDRESS:
Center for Workforce Preparation and Quality Education
Robert L. Martin, Vice President/ Executive Director
Michelle Griffin, Production Assistant
U.S. Chamber of Commerce
1615 H Street, N.W.
Washgton, DC 20062
202-463-5525

COUNCIL FOR AID TO EDUCATION

The Council for Aid to Education is dedicated to promoting an effective partnership between business and education in the task of improving America's educational system. Originally designed to encourage private-sector support of higher education, the Council has expanded its mission to include primary and secondary education and to encourage more effective corporate support of education. Its job is to ensure that business investments in education produce results. The Council is supported by business and works directly with business to target key areas

ADDRESS:
Council for Aid to Education
Priscilla Lewis, Vice-President
51 Madison Avenue, Suite 2200
New York, NY 10010
212-689-2400
FAX: 212-779-0485

of educational concern. It helps point corporations toward the issues and opportunities in which they have a compelling interest and on which they can have an impact, provides information on promising approaches to educational improvement, and offers detailed advice on how to make effective contributions to the quality of American education.

ADDRESS:
ERIC Clearinghouse for Junior Colleges
University of California at Los Angeles
Mathematical Sciences Building
Room 8118
405 Hilgard Avenue
Los Angeles, CA 90024-1564
213-825-3931
FAX: 213-206-8095

ERIC CLEARINGHOUSE FOR JUNIOR COLLEGES (ERIC/JC)

ERIC/JC acquires information on the development, administration, and evaluation of two-year public and private community and junior colleges, technical institutes, and two-year branch university campuses; two-year college students, faculty, staff, curricula, programs, support services, libraries, and community services; linkages between two-year colleges and business/industrial organizations; and articulation of two-year colleges with secondary and four-year postsecondary institutions.

ADDRESS:
National Dropout Prevention Center
Jay Smink, Executive Director
Marty Duckenfield, Data Management and Research Analyst
Clemson University
Clemson, SC 29634-5111
803-656-2599
800-443-6392

NATIONAL DROPOUT PREVENTION CENTER (NDPC)

NDPC gathers, analyzes and disseminates information to individuals and groups involved in school dropout prevention efforts. NDPC's mission is to significantly reduce the dropout rate in schools by helping to develop public-private partnerships between schools, businesses, and communities to meet the needs of at-risk youth. The Center publishes the quarterly National Dropout Prevention Newsletter, A Series of Solutions and Strategies serial, and numerous topical publications. It maintains the FOCUS database on dropout prevention. The Center also manages the National Dropout Prevention Network, a membership-based organization of over 2,500 professionals involved in school dropout prevention efforts. The annual National Dropout Prevention Conference is a major activity of the Network.

ADDRESS:
School-Business Alliances and the ADA
Lloyd W. Tindall, Project Director
John Gugerty, Vocational Studies Center
University of Wisconsin-Madison
964 Educational Sciences Building
1025 W. Johnson Street
Madison, WI 53706
608-263-3415

SCHOOL-BUSINESS ALLIANCES AND THE ADA

The Americans with Disabilities Act (ADA) of 1990 prohibits employers from discriminating against people with disabilities. The Vocational Studies Center is conducting research which focuses on two separate but related issues: helping schools and small businesses develop and field test alliances that prepare qualified workers with disabilities, and helping small businesses implement the ADA through education-business alliances.

Project objectives are to (1) help small businesses

meet the ADA requirements by developing and implementing school-business/industry alliances; (2) assist secondary and postsecondary schools in developing school-business/industry alliance models, practices, and products oriented toward school reforms which emphasize serving students with disabilities; (3) develop a cadre of leadership personnel to spearhead the implementation of the ADA and provide direction in creating and improving school-business/industry alliances oriented toward school reforms which emphasize serving students with disabilities; and (4) increase the number of youth with disabilities obtaining employment in small firms. The Center will identify practices that educators and businesses can use to implement the ADA regulations and disseminate this information through publications and workshops. This project is also known as the ADA Project.

ADDRESS:
Education Writers Association
Lisa Walker, Executive Director
1001 Connecticut Avenue, N.W.
Suite 310
Washington, DC 20036
202-429-9680

EDUCATION WRITERS ASSOCIATION (EWA)

The Education Writers Association (EWA) is the professional association of education reporters. The Association's purpose is to work for the improvement of education reporting to the public. EWA has more than 700 members in most of the states, Canada, and Puerto Rico. Active members include reporters from print and broadcast media. Associate members include school and college public information officers and other communicators who work for educational institutions and organizations.

Newsletters and other EWA publications focus on various educational issues including: urban early adolescents, literacy, youth at risk, the employment status of young adults, and business/school partnerships.

ADDRESS:
Institute for Educational
Leadership, Inc.
Michael Usdan, President
1001 Connecticut Avenue, N.W.
Suite 310
Washington, DC 20036
202-822-8405

INSTITUTE FOR EDUCATIONAL LEADERSHIP, INC. (IEL)

The Institute for Educational Leadership (IEL) is a not-for-profit organization whose mission is to develop and support leaders who work together to improve educational opportunities and outcomes for all children. To achieve this result, IEL works in every state with public school educators; administrators and school boards; postsecondary educators; federal, state, and local government officials; national and state association executives; and corporate and foundation managers. IEL publications are available on a variety of topics including the following: interagency collaboration, school-business partnerships, and effective schools.

ADDRESS:
National Alliance of Business
William H. Kohlberg, President
1201 New York Avenue, N.W.
Suite 700
Washington, DC 20005
202-289-2888
202-289-2910

NATIONAL ALLIANCE OF BUSINESS (NAB)

Committed to the building of a quality workforce, the National Alliance of Business (NAB) works with private employers, private industry councils, and a variety of state and local public/private partnerships to: (1) upgrade the skills and abilities of the existing workforce through workplace learning efforts, (2) improve the output of America's public schools by involving business in education reform and improvement, and (3) train the unemployed and underskilled for entry into the labor force through second chance initiatives.

NAB's Information Services Center collects and disseminates information on topics related to

workforce quality. The Special Library on Workforce Quality, located at NAB headquarters and administered by the Information Services Center, is composed of some 2,000 publications, studies, and periodicals on subjects including employment, job training, education improvement, workplace learning, economics development, and vocational education. The Alliance also distributes over 25 publications and videotapes through the Information Services Center including NAB's own Work America newspaper, Business Currents (legislative and regulatory newsletter), and Technical Reports (analysis of issues related to the Job Training Partnership Act). Publications available for sale address a variety of topics including, educational reform, school-business partnerships, JTPA, the Family Support Act of 1988, worker dislocation, job training programs, and transition.

NATIONAL ASSOCIATION FOR INDUSTRY-EDUCATION COOPERATION (NAIEC)

The National Association for Industry-Education Cooperation (NAIEC) advocates industry-education collaboration in school improvement/reform, preparation for work through career education, and human resource/economic development at the local and state levels. It is the National Clearinghouse for Information on Industry Involvement in Education.

NAIEC believes that industry has a central role in helping education (public and postsecondary) refocus/reshape its total academic and vocational program in a coherent, systematic manner so that it is more responsive to the needs of students (including special needs) and employers.

Members receive the NAIEC Newsletter, a publication on new developments in industry-education collaboration in school improvement (public/private/postsecondary) and work/education related programs. Technical assistance in planning, organizing, and implementing industry-education cooperative programs and activities at the local and state level and opportunities to participate in research and demonstration projects are available. The Association sponsors conferences and publishes materials on a variety of topics including industry-education councils, community resources workshops, career/special/vocational education, school-based job placement, industry sponsored educational materials, educational management, and economic development. NAIEC's Awards program recognizes outstanding accomplishments in industry-education collaboration.

ADDRESS:

National Association for Industry-Education Cooperation
Donald M. Clark, President and C.E.O.
235 Hendricks Boulevard
Buffalo, NY 14226
716-834-7047

ADDRESS:
Public/Private Ventures
Michael A. Bailin, President
399 Market Street
Philadelphia, PA 19106-2178
215-592-9099

PUBLIC/PRIVATE VENTURES (P/PV)

Public/Private Ventures (P/PV) is a not-for-profit corporation that designs, manages, and evaluates social policy initiatives to help young people, especially the hard to serve, become productively employed and self-sufficient. To achieve that goal, P/PV works with schools, employment and training organizations, community-based agencies, foundations, business, and government to find more effective approaches to education, training, and employment. Current P/PV activities include: four multi-site demonstrations involving urban youth service corps (Urban Corps Expansion Project), unwed teenage fathers, mentoring relationships for ajudicated youth, and enriched summer programming for at-risk youth known as the Summer Training and Education Program, STEP; extensive research on programs providing adult relationships for at-risk youth, youth service corps, and school/business partnerships; replication of the STEP program and investigation of replication as a social policy strategy; and development of academic and life skills curricula for 14-15 year-olds and for out-of-school youth. Publications include research reports, program descriptions, practitioner's guides, a periodic newsletter, and an annual report.